**Becoming a Better Writer**

**Models for Teachers**



**Developed by the Model Schools Curriculum Team**



***WRITING***

**ACCESS TO POWER**

**Sentence structure**

* Using the correct language
* Punctuation
* Consistent tense
* Subject verb agreement
* Pronoun references
* Consistent gender
* No confusion

**Vocabulary**

moves to increasingly complex parts of speech

* Word chains
* Figurative language
* Placement of words

**Text type language for a particular purpose and audience**

**Text type structure**

**Ideas**

**Language in Use**

For a particular purpose and audience

**TEXT TYPE LANGUAGE EXAMPLES (to be taught in context)**

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| **RECOUNT** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Nouns and pronouns to identify | Names of people, places and objects (nouns)  He, his, hers, she, it (pronouns) |
| Nouns and adjectives to describe | The **gentle dunes** of the **desert**; the **salty taste** of the **water** |
| Adverbs | Happily, slowly |
| Action verbs | Invented; sent; walked; ran |
| Saying verbs | Explained; said; asked; questioned |
| Past tense | As in examples above |
| Conjunctions and time connectives to sequence events in time | When; then; first; next |
| Complex sentences | After we had arrived in Abu Dhabi we met our friends for coffee. |

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| **NARRATIVE** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Conjunctions and connectives to reorder events and create relationships | So, because, consequently, when |
| Nouns and adjectives to build description | She had long black hair which reached halfway down her back. |
| Adverbs | He yelled at me ***loudly***. |
| Past tense action verbs to indicate action | **Walked** towards, ***sprinted*** across the field, |
| Relating verbs | The desert ***is*** a dry environment. |
| Saying, thinking and feeling verbs | Spoke, whispered, screamed (saying); Understood, ….did not mind, (thinking);  Loved, hated, cared for, (feeling) |
| Figurative language – simile, metaphor, personification, onomatopoeia | His hands were **as cold as ice** (simile); He is a tower of strength (metaphor);  The warm rays of ***the sun stroked*** her face (personification); The ***hissing*** of the snake could be heard. (onomatopoeia) |
| Complex sentences to build relationships of time, place, reason, manner and /or condition between events | When he was alone in the house he heard a strange, creaking noise behind him. |
| Direct Speech (in present tense) | “Let’s go to the park,” said Ahmed. |

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| **DESCRIPTION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Particular nouns | Names of people, places and objects  My teacher; our camels; the Mall |
| Variety of adjectives  Describing, numbering classifying, comparing | It was a **large pearl** with **flecks of silver** and it was of such a **shining sparkling, glistening pink colour**.  Grumpy; brave (describing)  Her **younger** sister; The **tallest** tree (comparing)  My **first** video game (numbering)  **Leather** boots; **coffee** cups (classifying) |
| Relating verbs to provide information | Dubai ***is*** in the UAE. |
| Thinking and feeling verbs to express writer’s view of the character, place or object  or  give an insight into the subject’s thoughts and feeling | My friend***loves*** chocolate; Police ***believe*** the suspect is armed |
| Action verbs to describe behaviour | Our new baby ***cries*** when he is hungry and ***laughs*** when he is happy. |
| Adverbs to give more information about behaviour | Our new baby ***always*** laughs ***loudly*** when he is happy |
| Figurative language – simile, metaphor, personification, onomatopoeia, alliteration  The five senses – see, hear, feel, smell, taste | ***A dry as a desert.***  (simile)  I am so hungry ***my stomach is a deep empty well*** . (metaphor)  ***The street lights winked*** at the cars traveling past. (personification)  The door ***creaked*** as the wind swung it on its hinges. (onomatopoeia)  My **grumbling growling** stomach… (alliteration) |
| Synonyms (similar) and antonyms (opposite) | Beautiful/lovely desert/green pastures |

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| **INFORMATION REPORT** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns | ***hunting dogs*** rather than a particular noun, ***our dog*** |
| Relating verbs | Molecules ***are*** tiny particles |
| Action verbs to describe behaviour | Ostriches ***cannot fly*** |
| Present tense | Tropical storms always start over the sea; |
| Technical terms | Isobars are lines drawn on a weather map |
| Paragraphs with topic sentences | The city of Abu Dhabi is the capital of Abu Dhabi Emirate.  (details of the city – age, location etc)  The city is on an island.  (details of the bridges to cross, the sea bodies surrounding the island etc)  The Corniche runs along the edge of the city.  (details about the Corniche parks, buildings, etc) |

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| **PROCEDURE** | **SOME EXAMPLES** |
| Commands – usually at the beginning of the clause to focus the reader | Put; cut; squeeze; |
| Action verbs | Turn; pick up; don’t run |
| Precise vocabulary | ***Whisk*** the eggs; add ***lukewarm*** water |
| Adverbs to detail time, place, manner etc | Stir ***for*** five minutes; cut 2 centimetres ***below*** the line; turn **carefully** |
| Detail of adjectives and adverbs to carry our instruction | Follow the red cable to the buzzer, then put the end of it on the terminal which hasn’t got the sticky tape. |
| Complex sentences – two clauses related by conjunctions of condition | …if…; then…; (purpose) so that…;  ***If*** you cut the oranges too early ***then*** they will dry out. |
| Connectives of time to sequence | ***Then*** tie the two strings together..; ***When*** you have finished…; **Finally** add.. |
| Reason for doing things | The pegs for the tent must be secure ***otherwise*** it might blow away. |

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| **EXPLANATION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General and abstract nouns to build detail | Wood chopping, earthquakes, fencing, rain forests, mammals  courage; the benefit…; pleasure |
| Action verbs to make meaning about cause  (show relationship) | …will form a …; could set off…; …will build…; will…melt…as a result of…, leading to… |
| Present tense | Earthquakes are caused by the movements of the earth’s plates. |
| Conjunctions of time and cause | When; as, next; then; finally |
| Complex sentences to create cause and effect | During autumn the clouds build up which brings rain in November. |
| Technical language | The ***understory*** of the rainforest houses ***leaf litter.*** |

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| **DISCUSSION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns to make statements | Uniforms; road safety; students, |
| Abstract nouns | Community; behaviour; talent, hospitality |
| Relating verbs | Speeding **is** dangerous. |
| Thinking verbs to express POV | Feel; believe; hope |
| Connectives to order the discussion | First; in the next section |
| Conjunctions to build point and counterpoint | But; however; similarly, on the other hand |
| Varying degrees of modality from strong to weak | Perhaps;; might, should not; must |
| Adverbs of manner | Deliberately; hopefully  He ***deliberately*** misled the group.  ***Hopefully*** the Abu Dhabi community will be able to reduce road accidents. |

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| **EXPOSITION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns | Smoke; cars; fires |
| Abstract nouns | Pollution; poverty; safety; generosity, hospitality, conclusion |
| Relating verbs | It ***is*** important … |
| Action verbs | We must ***save***…; |
| Thinking verbs to express opinion | Believe; understand |
| Modal verbs | We **must**…, |
| Modal adverbs | ***Certainly*** we must…; ***clearly*** we should…; probably… |
| Connectives | Firstly; secondly |
| Conjunctions to show reasoning | Because; as, therefore, however |
| Evaluative language | Evidence is weak; significant; important; valuable; extravagant waste; |



TEXT TYPE SCAFFOLDS

ABU DHABI STANDARDS

ENGLISH







**DISCUSSION TEXT TYPE**



**Purpose:** to give both sides of an issue

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| **TITLE** |  | **Language** |
| **Identify the issue** |  | \*point linking connectives eg first, in the next section  \*Generalized participants eg students, builders  \*thinking verbs to express a point of view eg feel, believe, hope  \* opposing argument linking conjunctions  eg on the other hand, however  \* comparing language eg similarly, instead, alike, although  \* objective language  \* varied modality eg perhaps, might, should, must  \*relating verbs  eg speeding is dangerous  \*usually present tense |
| **Introduction to the issue** |  |
| **Point/s for** |  |
| **Support / Evidence** |  |
| **Point/s against** |  |
| **Support / evidence** |  |
| **Summary and/or recommendation** |  |

**EXPOSITION TEXT TYPE**



**Purpose**: to state a position and argue it/persuade

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| **TITLE** |  | **Language** |
| **Identify a point of view** |  | \*argument linking connectives eg first, finally  \*generalized participants eg fisherman, drivers  \*thinking verbs to express a point of view eg feel, believe, understand  \* conjunctions of reason eg because, therefore, as, if  \* strong modality eg, should, must, certainly, clearly  \*relating verbs  eg smoke is dangerous for health  \*action verbs eg  we must save…  \*abstract nouns eg poverty, pollution  \* rhetorical questions eg is history important?  \*persuasive  \*logical  \*present tense |
| **Introduction to a point of view** |  |
| **Argument 1** |  |
| **Support / Evidence**  **1.**  **2.** |  |
| **Argument 2** |  |
| **Support / evidence**  **1.**  **2.** |  |
| **Summary and/or recommendation** |  |

**EXPLANATION TEXT TYPE**



**Purpose**: to show how/why something happens or works

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| **TITLE** |  | **Language** |
| **Identify the phenomenon** |  | \*verbs to show cause eg will form a… as a result of… , leading to…  \*conjunctions of time and cause and effect eg when, as, next, then, following, as a consequence  \* technical words topic related  \*abstract and general nouns eg benefit, hospitals  \*timeless present tense eg are, happens, turns  \*factual  \*passive voice |
| **Introduction to the phenomenon** |  |
| **Explain In sequence:**  **how and why** |  |
| **how and why** |  |
| **how and why** |  |
| **how and why** |  |
| **Summary / closing statement** |  |

**NARRATIVE TEXT TYPE**



**Purpose:** to entertain and instruct, show a moral

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| **TITLE** |  | **Language** |
| **Orientation**  **who what where when why** |  | \*particular nouns and adjectives to refer to and describe, defined characters  eg Ahmed was a young boy…  \* action verbs eg curled up…, slammed shut…  \* conjunctions and time connectives eg when, then, next, after, earlier  \*figurative language to describe eg simile … as hot as the sun  eg metaphor … trees are the lungs of the earth  eg… personification  … the sea roared  \*descriptive language of mood eg excitement, fear, happiness  \* complex sentences  \*usually past tense  \*can have dialogue |
| **Complication** |  |
| **A series of events that develop the complication** |  |
| **Resolution -**  **normality returns** |  |
| **Coda** |  |

**PROCEDURE TEXT TYPE**



**Purpose:** to achieve a goal by following certain steps

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| **TITLE** |  | **Language** |
| **Statement of goal or aim** |  | \*imperative, commanding verbs eg put, turn, take  \*adverbs to detail time, place, manner eg stir for 5 minutes… ,  place below the …,  turn carefully  \*connectives of time to sequence eg after this, tie off… , finally, first, next  \*reasons for doing things eg stir the cream so that it will …  \*simple present tense  \*detailed information on  how eg carefully  where eg 5cm from top  when eg after cutting |
| **What you will need**  **(Ingredients/**  **Materials)** |  |
| **Steps in sequence**  **how when where what why** |  |
| **Closing statement** |  |

**RECOUNT TEXT TYPE**



**Purpose:** retell in order what has happened

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| **TITLE** |  | **Language** |
| **Orientation**  **Who what where when why** |  | \*adjectives to describe nouns eg  the strong horse…    \* specific participants eg my family  \*Conjunctions and time connectives to sequence eg  when, then, first, yesterday  \*action verbs eg the car swerved…  chased, went  \*complex sentences  \*simple past tense  \*first or third person pronouns eg he, her, us, I |
| **Events in order** |  |
| **Personal comments to place through out** |  |
| **Reorientation which concludes/ and or final personal comment** |  |

**INFORMATION TEXT TYPE**



Purpose: to present information - define, describe, classify

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| **TITLE** |  | **Language** |
| **Identify and classify the subject** |  | \*timeless present tense eg the rainy season always begins in May  \*technical terms topic related eg longitude and latitude lines on a map …    \* factual precise description eg snow falls in the winter…  red and yellow leaves, straight lines  \*classification words eg similar to, belongs to  \* verbs to describe behaviour  eg birds fly north in winter  \*relating verbs eg lions are mammals  \*general nouns eg schools rather than “our school” |
| **A general statement about the topic** |  |
| **Description in bundles of information -**  **could have sub headings**  **1.** |  |
| **2.** |  |
| **3.** |  |
| **Closing statement** |  |

**WORD CHAINS**

A sequence of nouns and noun groups or verbs and verb groups that unifies a text by linking a particular content strand. Chains can also be established through repetition.

**EXAMPLE** : in an information text about birds WORD CHAINS are created when the following are used

falcon, sparrow, eagle - class of items.

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fly has the same meaning – soar, take flight

migrate - has the same meaning as - travel, journey, move around

fly – has the opposite meaning to - grounded, stuck , stay

summer – has the opposite meaning to - winter

Whether - has the same sound but a different meaning to - weather

Birds, falcons, fauna, species

Synonyms:

Repetition

Homonyms

collocation

Antonyms

**EXAMPLE:** in an exposition text about road safety WORD CHAINS are created to hold together the main idea

Detrimental, hazardous, careless, irresponsible, dangerous